



Quilting Mark Twain's Life

Introduction

Objective:

- Student will understand the organization of information in the form of a time line.
- Student will create a timeline of Mark Twain's life in the form of a quilt. The quilt will provide a sequence and map to illustrate events in Twain's life.

Academic Content Standards:

- ❖ National Standards for the Social Studies Curriculum Standards #2 Time, Continuity and Change
 - *Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? ...*
- ❖ Ohio Academic Content Standards for Social Studies: History
 - *Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns, and themes in the history of Ohio, the United States and the world.*
 - *Benchmark: A (4th & 5th Grades)*
 - *Benchmark: A (6th Grade)*
- ❖ Ohio Academic Content Standards for Social Studies: Skills and Methods
 - *Students collect, organize, evaluate, and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written, or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.*
 - *Benchmarks: A and B (4th & 5th Grades)*
 - *Benchmarks: A and B (6th Grade)*

Getting Started

Materials:

- Cloth material
- T-shirt paint
- Poster board
- Permanent marker or computer printer

Vocabulary:

- Timeline
- Quilt
- Sequential

Technology:

Internet access for research.

Web Links: (Information on Mark Twain's life)

<http://www.marktwainmuseum.org/chronology.html>

<http://www.graceproducts.com/twain/life.html>

Lesson

Orientation Activity:

Read aloud to students a book on quilting to introduce the craft as a means for preserving history. Some examples may include, The Keeping Quilt by Patricia Polacco, or The Patchwork Quilt by Valerie Flourney. Discuss with students why it is important to keep a visual history of events in comparison to written accounts of history, the more common of the two.

Learning Activity:

Assign each student a specific year (or years) in the life of Mark Twain to research. Students will examine the facts embedded in their assigned year and time period, and write a summary describing Twain's life events. Students will transfer their written text to cloth using a permanent marker or computer printer. Students add accompanying illustrations that visually represent Twain's life events using T-shirt paint. Students may also use poster paints or markers. Upon completion of the squares, the students as a group will arrange their quilt squares in the correct sequence to represent Mark Twain's life from birth through death. Students paste their cloth onto a piece of poster board and sew or tie the quilt to the other squares.

Evaluation and Follow-Up

Assessment Tools and Methods:

Each student will read the text for his/her quilt square and explain the visual representation of found events. A rubric is used for scoring of successful summarization of the event(s) in Mark Twain's life and completion of a correlated illustration.

Interdisciplinary Connections:

Language Arts: Read aloud the book, Tar Beach by Faith Ringgold and discuss how quilts can tell stories.